

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Cades Hebron Elementary

District: Williamsburg County School District

Principal: Lee Roy Campbell, Jr.

Superintendent: Ralph Fennell

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Cades Hebron Elementary School serves grades Pre-kindergarten through sixth and is located in the community of Cades, South Carolina, which is approximately 12 miles north of the county seat of Kingstree, South Carolina, for Williamsburg County. The school serves students from the Cades, White Oak, Hebron, Kingstree, Hog Eye, Beulah Wood, Greeleyville, and Salters areas. Although, bus transportation is provided for students in our attendance zone, many of our students are car riders and travel as much as thirty miles to school. The enrollment at Cades Hebron has increased steadily over the past three years, with the largest jump in enrollment occurring this school year. Currently, the enrollment for the school is 304 students. The ethnic make-up consists of 166 African American, 134 Caucasian, 3 Hispanic and 1 Asian. The gender breakdown indicates 171 males and 133 females. The student attendance rate for the 2007-2008 school currently stands at 96.4 %

Based upon the census data for Williamsburg County, 20% of the county's population between the ages of eighteen and twenty-one does not have a high school diploma or its equivalency. The drop-out rate for the county, according to Census Bureau's data, was 43.6% in 2001. The average annual income for Williamsburg County is among the lowest in the state at \$17, 248.00. According to the 2003 Census, approximately 31.4% of children below age eighteen were living below the poverty level. In 2000, Williamsburg County had 65.2% of children living in single-parent families. Forty-six percent of the students at Cades Hebron live either in single-parent homes, foster homes or with their grandparents or other guardian. Many of our parents are unskilled laborers, unemployed or travel as much as eighty miles for employment opportunities. The school's poverty rate presently stands at 79.2% with twenty percent of our students paying full or reduced price.

The student body is served by a dedicated and caring staff which includes a principal, one part-time guidance counselor, 17 certified teachers, a certified media specialist, a certified physical education teacher, a certified art teacher, a certified music teacher, a Title I facilitator, an office manager, an attendance clerk, two and a half custodians, 4 cafeteria workers, a part-time lunchroom secretary, a full time parent facilitator, 11 instructional assistants, a part-time R.E.A.D coordinator, and 4 R.E.A.D tutors.

*A new principal was assigned to Cades Hebron Elementary School for the 2008-2009 school year. After meeting with the School Leadership Team, in an effort to meet the students' needs, the following changes were made to the FSRP as of September 19, 2008

Student Goals were changed to show a more ambitious impact in order to increase student achievement. Indicators were changed to show clarity on how the strategies will support the achievement of the goals.

The principal's goals were changed to support the students' goals. Indicators were changed to show clarity on how the strategies will support the achievement of the goals.

The district goals were changed to meet SMART goal criteria and support the student achievement goals. Indicators were changed to show clarity on how the strategies will support the achievement of the goals.

All other recommendations made by the ERT committee have been changed.

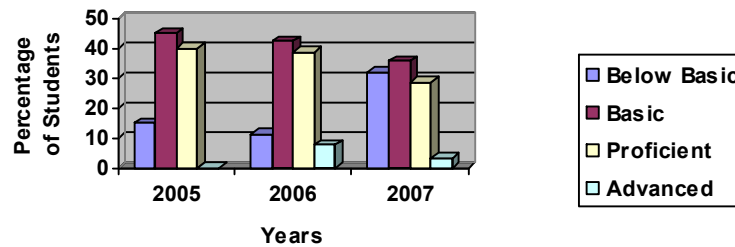
ANALYSIS OF PACT

ALL 3RD GRADE STUDENTS

Analysis of the 3rd Grade PACT ELA data for all third grade students over the past three year indicates the following:

- The percentage of students scoring below basic decreased from 15% in 2005 to 11.5% in 2006. In 2007, the percentage increased to 32.1%.
- The percentage of students scoring basic decreased from 45% in 2005 to 42.3% in 2006. In 2007, the percentage decreased to 35.7%.
- The percentage of students scoring proficient decreased from 40% in 2005 to 38.5% in 2006. In 2007, the percentage decreased to 28.6%.
- The percentage of students scoring advanced increased from 0% in 2005 to 7.7% in 2006. In 2007, the percentage decreased to 3.6%.

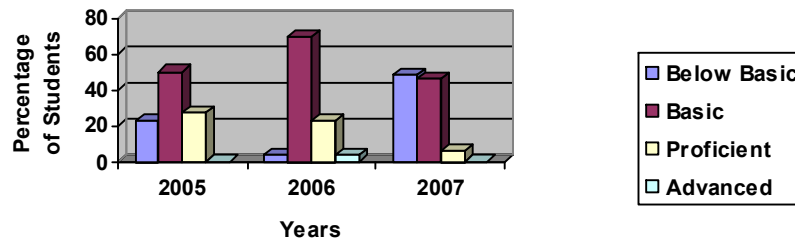
Third Grade English/Language Arts



Analysis of the 3rd Grade PACT Math data for all students over the past three years indicates the following:

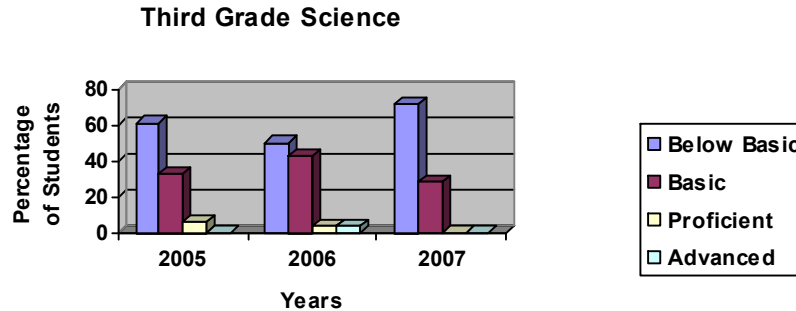
- The percentage of the students scoring below basic decreased from 22.7% in 2005 to 3.8% in 2006. In 2007, the percentage increased to 48.6%.
- The percentage of students scoring basic increased from 50% in 2005 to 69.2% in 2006. In 2007, the percentage decreased to 45.7%.
- The percentage of students scoring proficient/ advanced decreased from 27.3% in 2005 to 26.9% in 2006. In 2007, the percentage decreased to 5.7%.

Third Grade Math



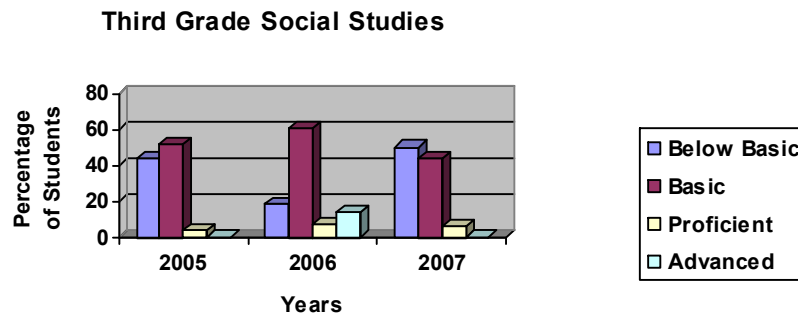
Analysis of all 3rd Grade PACT data for Science for all students during the past three years indicates the following:

- The percentage of students scoring below basic decreased from 61.1% in 2005 to 50% in 2006. In 2007, the percentage increased to 72.2%.
- The percentage of students scoring basic increased from 33.3% in 2005 to 42.9% in 2006. In 2007, the percentage decreased to 27.8%.
- The percentage of students scoring proficient/advanced increased from 5.6% in 2005 to 7.2% in 2006. In 2007, the percentage decreased to 0%.



Analysis of the 3rd Grade PACT Social Studies data for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 44% in 2005 to 17.9% in 2006. In 2007, the percentage increased to 50%.
- The percentage of students scoring basic increased from 52% in 2005 to 60.7% in 2006. In 2007, the percentage decreased to 43.8%.
- The percentage of students scoring proficient/advanced increased from 4% in 2005 to 21.4% in 2006. In 2007, the percentage decreased to 6.3%.

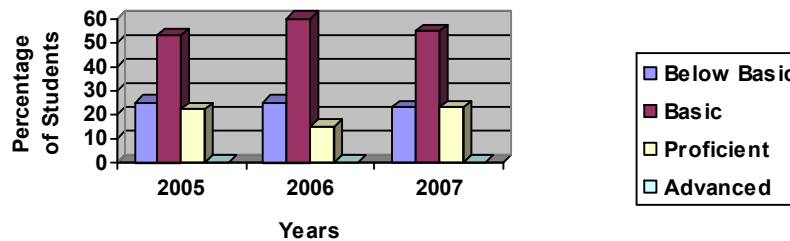


All 4th Grade Students

Analysis of the 4th Grade PACT ELA data for all students over the past three years indicates the following:

- The percentage of students scoring below basic remained constant at 25% in 2005 and 2006. In 2007, the percentage decreased to 22.7%.
- The percentage of students scoring basic increased from 52.8% in 2005 to 60% in 2006. In 2007, the percentage decreased to 54.5%.
- The percentage of students scoring proficient/advanced decreased from 22.2% in 2005 to 15% in 2006. In 2007, the percentage increased to 22.7%.

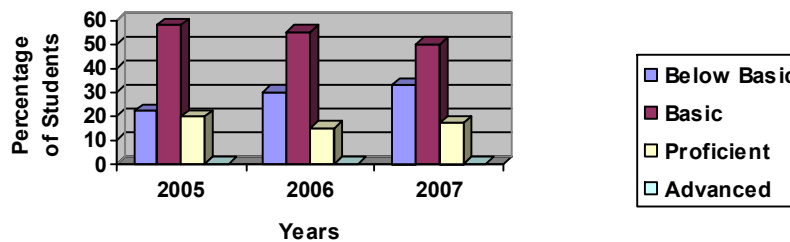
Fourth Grade ELA



Analysis of all the 4th Grade PACT Math data for all students over the past three years indicates the following:

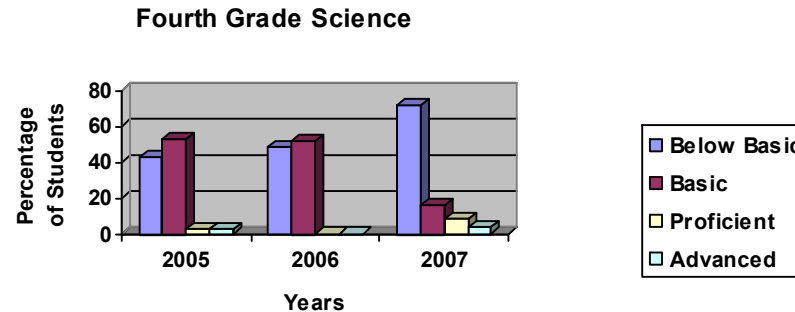
- The percentage of students scoring below basic increased from 22.2% in 2005 to 30% in 2006. In 2007, the percentage increased to 33.3%.
- The number of students scoring basic decreased from 58.3% in 2005 to 55% in 2006. In 2007, the percentage decreased to 50%.
- The number of students scoring proficient/advanced decreased from 19.4% in 2005 to 15% in 2006. In 2007, the percentage increased to 16.7%.

Fourth Grade Math



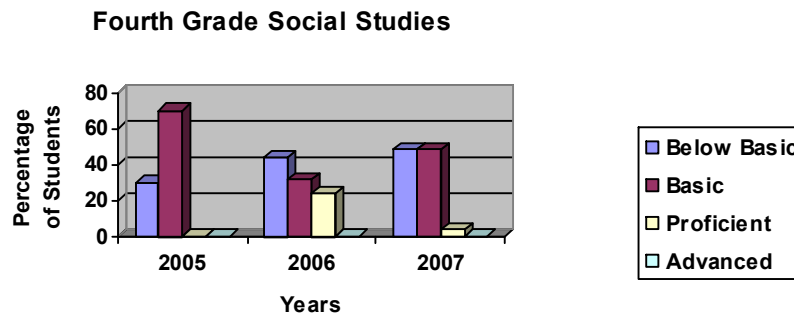
Analysis of all the 4th Grade PACT Science data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 42.5% in 2005 to 48% in 2006. In 2007, the percentage increased to 72%.
- The number of students scoring basic decreased from 52.5% in 2005 to 52% in 2006. In 2007, the percentage decreased to 16%.
- The number of students scoring proficient/advanced decreased from 5% in 2005 to 0% in 2006. In 2007, the percentage increased to 12%.



Analysis of all the 4th Social Studies PACT data for all students for the past three years indicates the following:

- The percentage of students scoring below basic increased from 30% in 2005 to 44% in 2006. In 2007, the percentage increased to 48%.
- The percentage of students scoring basic decreased from 70% in 2005 to 32% in 2006. In 2007, the percentage increased to 48%.
- The percentage of students scoring proficient/advanced increased from 0% in 2005 to 24% in 2006. In 2007, the percentage decreased to 4%.

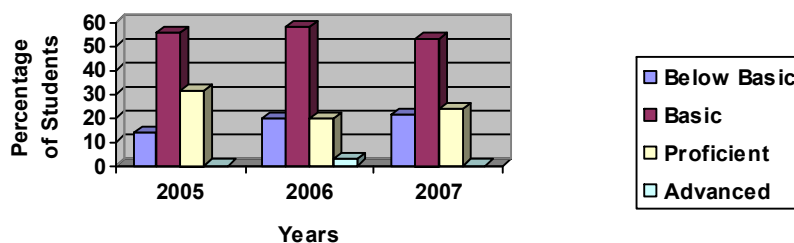


All 5th Grade Students

Analysis of the 5th Grade PACT ELA data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 13.8% in 2005 to 19.4% in 2006. In 2007, the percentage increased to 21.1%.
- The percentage of students scoring basic increased from 55.2% in 2005 to 58.1% in 2006. In 2007, the percentage decreased to 52.6%.
- The percentage of students scoring proficient/advanced increased from 31% in 2005 to 22.6% in 2006. In 2007, the percentage increased to 23.6%.

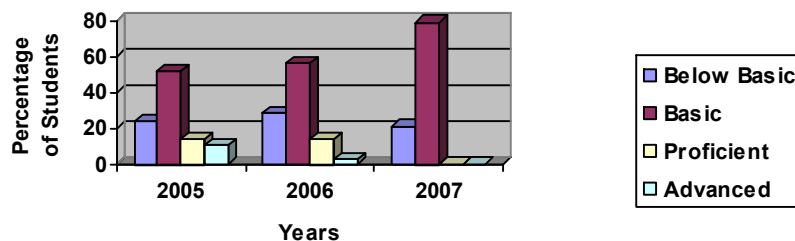
Fifth Grade ELA



Analysis of the 5th Grade PACT Math data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 24.1% in 2005 to 27.8% in 2006. In 2007, the percentage decreased to 21.1%.
- The percentage of students scoring basic increased from 51.7% in 2005 to 55.6% in 2006. In 2007, the percentage increased to 78.9%.
- The number of students scoring proficient decreased from 24.1% in 2005 to 16.7% in 2006. In 2007, the percentage decreased to 0%.

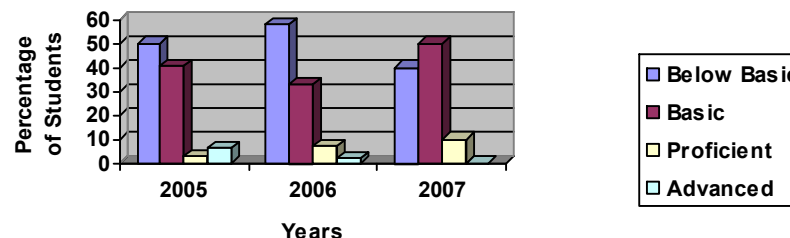
Fifth Grade Math



Analysis of 5th Grade Science PACT data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 50% in 2005 to 58.1% in 2006. In 2007, the percentage decreased to 40%.
- The percentage of students scoring basic decreased from 40.6% in 2005 to 32.6% in 2006. In 2007, the percentage increased to 50%.
- The percentage of students scoring proficient/advanced decreased from 9.4% in 2005 to 9.3% in 2006. In 2007, the percentage increased to 10%.

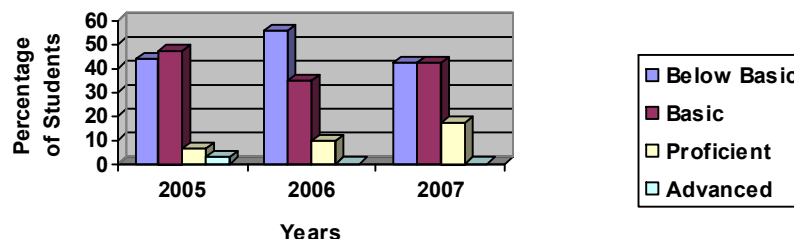
Fifth Grade Science



Analysis of 5th Grade PACT Social Studies scores for all students for the past three years indicates the following:

- The percentage of students scoring below basic increased from 43.8% in 2005 to 55.8% in 2006. In 2007, the percentage decreased to 41.7%.
- The percentage of students scoring basic decreased from 46.9% in 2005 to 34.9% in 2006. In 2007, the percentage increased to 41.7%.
- The number of students scoring proficient/advanced decreased from 9.4% in 2005 to 9.3% in 2006. In 2007, the percentage increased to 16.7%.

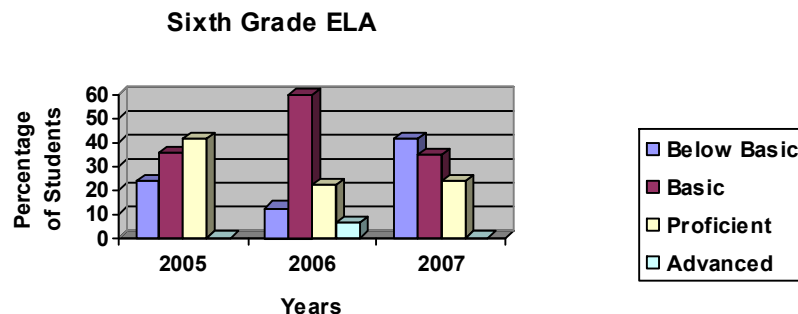
Fifth Grade Social Studies



All 6th Grade Students

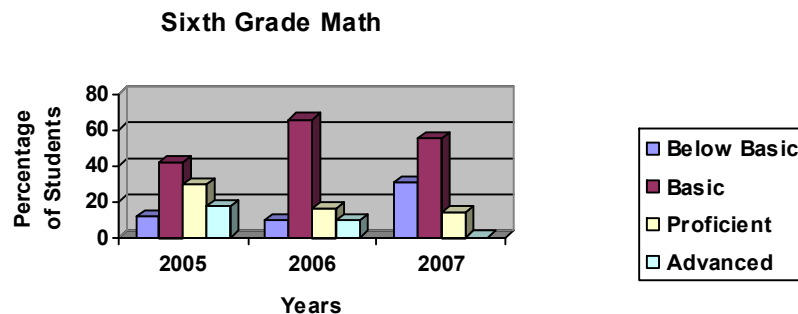
Analysis of 6th Grade PACT ELA scores for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 23.5% in 2005 to 12.5% in 2006. In 2007, the percentage increased to 41.1%.
- The percentage of students scoring basic increased from 35.3% in 2005 to 59.4% in 2006. In 2007, the percentage decreased to 34.5%.
- The percentage of students scoring proficient/advanced decreased from 41.2% in 2005 to 28.2% in 2006. In 2007, the percentage decreased to 24.1%.



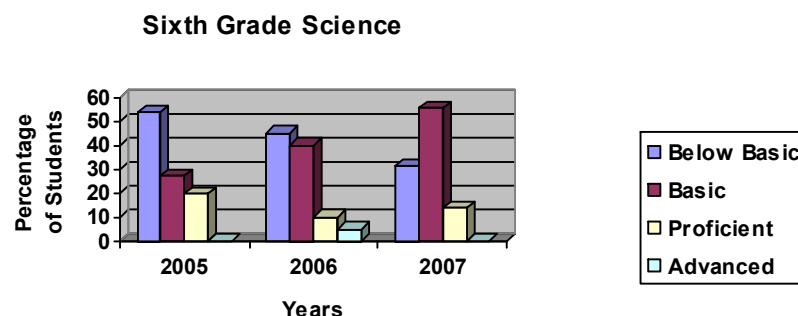
Analysis of 6th Grade PACT Math scores for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 11.8% in 2005 to 9.4% in 2006. In 2007, the percentage increased to 31%.
- The percentage of students scoring basic increased from 41.2% in 2005 to 65.6% in 2006. In 2007, the percentage decreased to 55.2%.
- The number of students scoring proficient decreased from 29.4% in 2005 to 15.6% in 2006. In 2007, the percentage decreased to 13.8%.
- The number of students scoring advanced decreased from 17.6% in 2005 to 9.4% in 2006. In 2007, the percentage decreased to 0%.



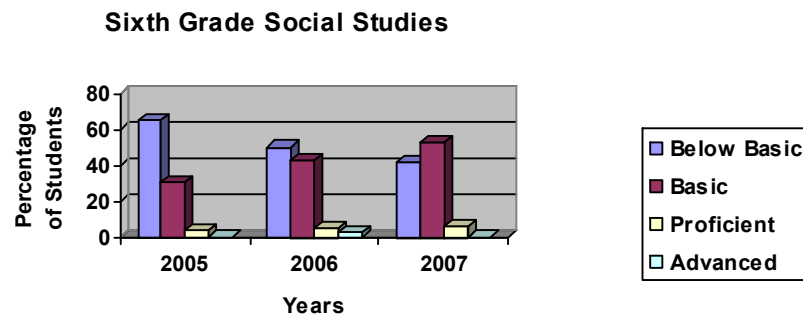
Analysis of 6th PACT Science scores for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 53.8% in 2005 to 45% in 2006. In 2007, the percentage decreased to 31%.
- The percentage of students scoring basic increased from 26.9% in 2005 to 40% in 2006. In 2007, the percentage increased to 55.2%.
- The percentage of students scoring proficient/advanced decreased from 19.2% in 2005 to 15% in 2006. In 2007, the percentage decreased to 13.8%.



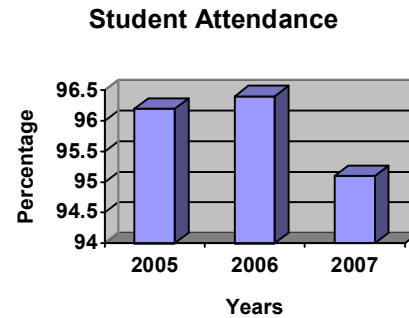
Analysis of 6th Grade PACT Social Studies for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 65.4% in 2005 to 50% in 2006. In 2007, the percentage decreased to 41.2%.
- The percentage of students scoring basic increased from 30.8% in 2005 to 42.5% in 2006. In 2007, the percentage increased to 52.9%.
- The percentage of students scoring proficient/advanced increased from 3.8% in 2005 to 7.5% in 2006. In 2007, the percentage decreased to 5.9%.



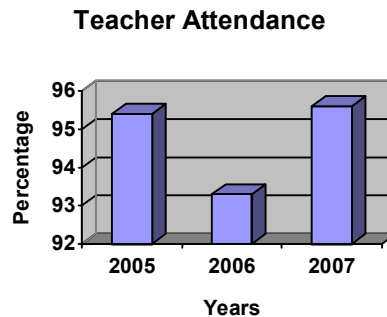
Analysis of Student Attendance

Analysis of student attendance shows our student attendance rate in 2005 was 96.2%. In 2006 our student attendance rate was 96.4%. The data shows that there was an increase in student attendance from 2005 to 2006 by .2%. The attendance rate for our students in 2007 was 95.1%. The data shows that there was a decrease in student attendance of 1.3% from 2006 to 2007.



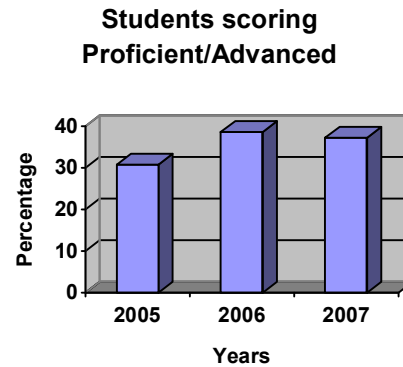
Analysis of Teacher Attendance

Analysis of teacher attendance shows our teacher attendance rate in 2005 was 95.4%. In 2006, our teacher attendance rate was 93.3%. The data shows that there was a decrease in the teacher attendance rate from 2005 to 2006 of 2.1%. The attendance rate for our teachers in 2007 was 95.6%. The data shows that there was an increase in teacher attendance from 2006 to 2007 of 2.3%

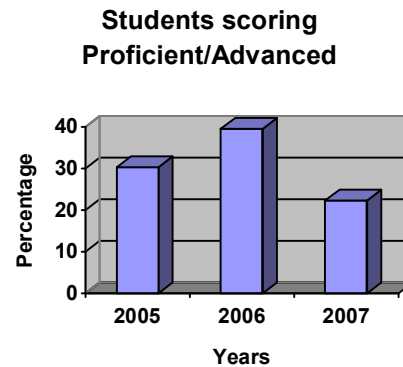


Analysis of the PACT Test Data by Economic Status (Free and Reduced Meals)

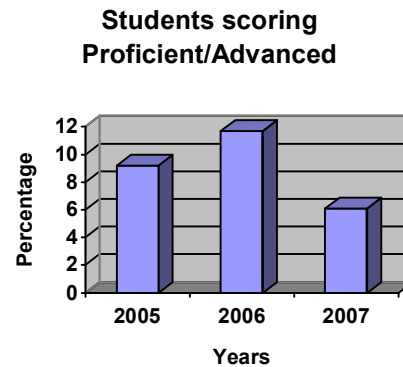
Analysis of the PACT ELA test data by economic status (free/reduced meals) indicates the percentage of students scoring proficient or advanced increased from 30.8% in 2005 to 38.7% in 2006. In 2007, the percentage decreased to 37.2%.



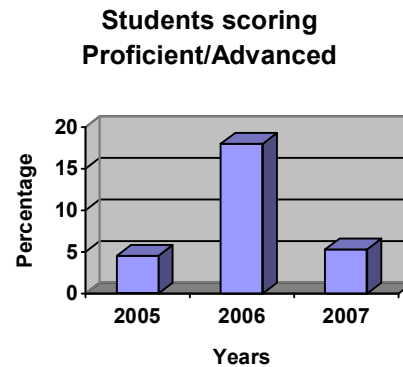
Analysis of the PACT Math test data by economic status (free/reduced meals) indicates that the percentage of students scoring proficient or advanced increased from 30.3% in 2005 to 39.6% in 2006. In 2007, the percentage decreased to 22.3%.



Analysis of the PACT Science test data by economic status (free / reduced meals) indicates that the percentage of students scoring proficient and advanced increased from 9.2% in 2005 to 11.7% in 2006. In 2007, the percentage decreased to 6.1%.



Analysis of the PACT Social Studies test data by economic status (free/ reduced meals) indicates that the percentage of students scoring proficient and advanced increased from 4.5% in 2005 to 18% in 2006. In 2007, the percentage decreased to 5.3%.

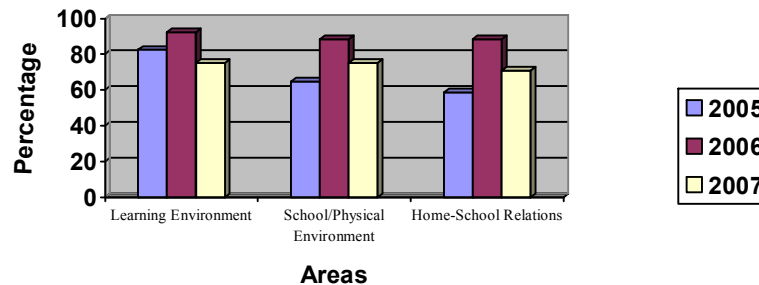


Analysis of the State Department of Education (SDE) School Climate Surveys

Analysis of the surveys returned by parents shows that the satisfactory with:

- Learning environment increased from 82.4% in 2005 to 92.3% in 2006 and decreased in 2007 to 75%.
- School and physical environment increased from 64.7% in 2005 to 88.5% in 2006 and decreased in 2007 to 75%.
- Home-school relations increased from 58.8% in 2005 to 88.5% in 2006 and decreased in 2007 to 70.8%.

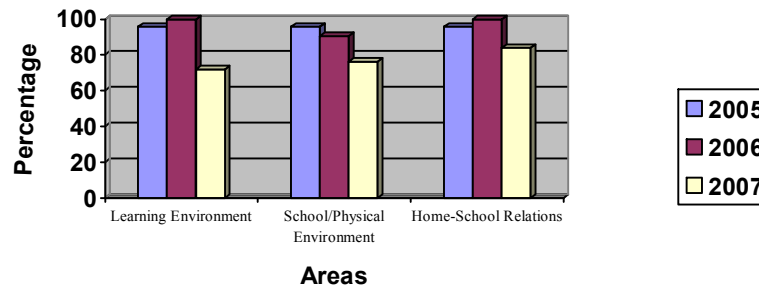
School Climate Surveys



Analysis of surveys returned by students shows that the satisfaction with:

- Learning environment increased from 95.8% in 2005 to 100% in 2006 and decreased in 2007 to 72%.
- Social and physical environment decreased from 95.8% in 2005 to 90.6% in 2006 and decreased in 2007 to 76%.
- Home-school relations increased from 95.8% in 2005 to 100% in 2006 and decreased in 2007 to 84%.

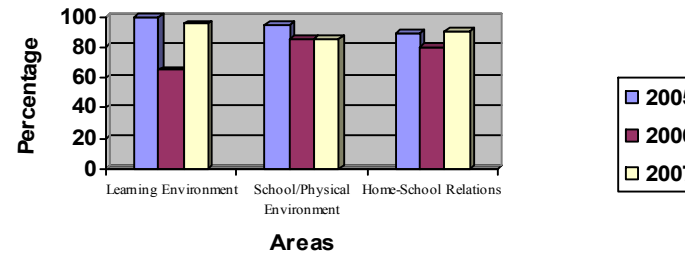
School Climate Surveys



Analysis of the school climate surveys returned by teachers shows that satisfaction with:

- Learning environment decreased from 100% in 2005 to 65% in 2006 and increased in 2007 to 95.2%.
- Social and physical environment decreased from 94.4% in 2005 to 85% in 2006 and increased in 2007 to 85.7%.
- Home-school relations decreased from 89.5% in 2005 to 80% in 2006 and increased in 2007 to 90.5%.

School Climate Surveys



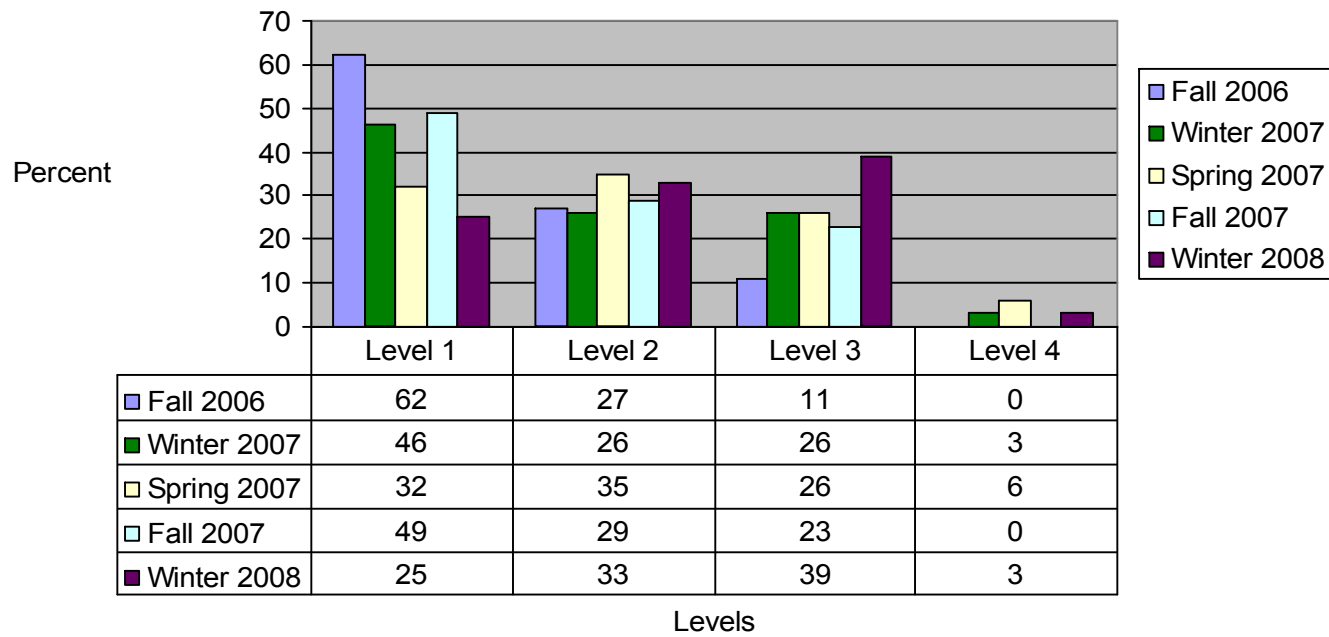
Analysis of MAP Data

3rd Grade MAP Reading

Analysis of the 3rd grade MAP Reading benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

- Level 1 (below basic) shows an overall decrease of 37%.
- Level 2 (basic) has fluctuated from an initial 27% to 33%.
- Level 3 (proficient) shows an overall increase of 28%.
- Level 4 (advanced) has an average of 2.4%.

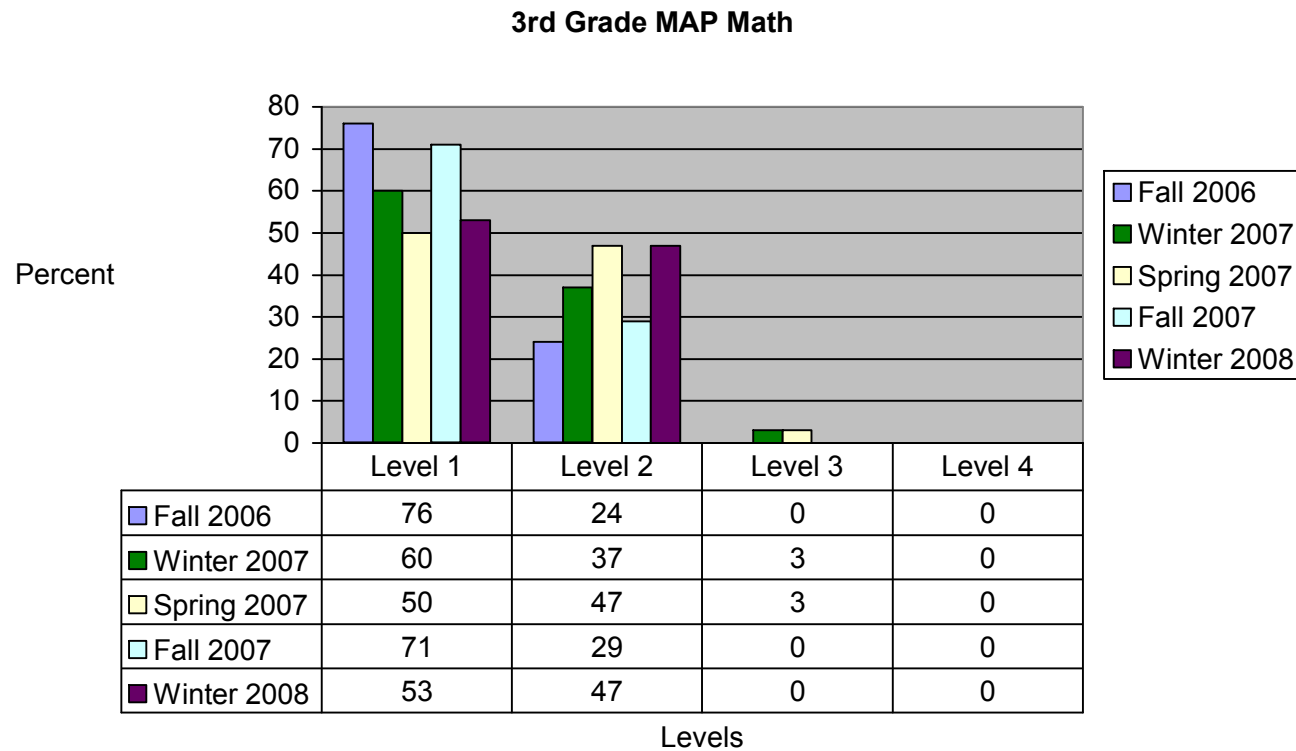
3rd Grade MAP Reading



3rd Grade MAP Math

Analysis of the 3rd grade MAP Math benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

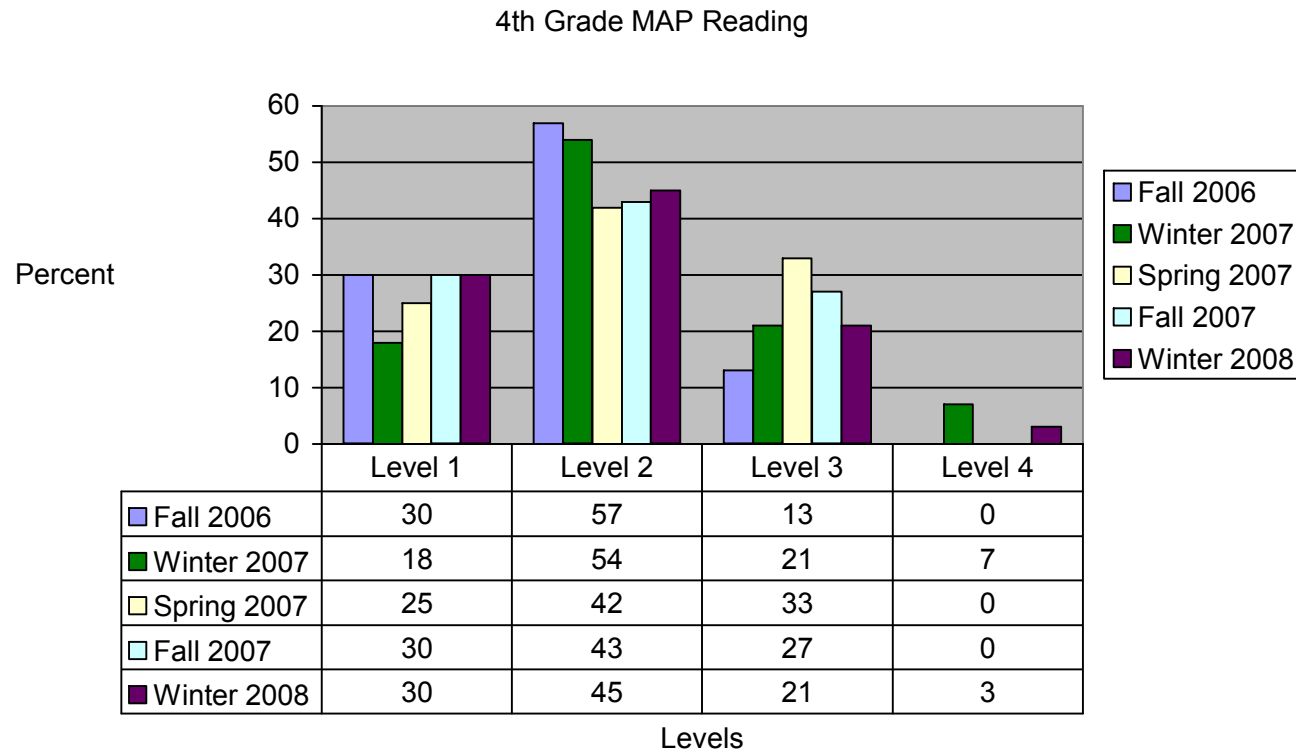
- Level 1 (below basic) shows a decrease of 23%.
- Level 2 (basic) shows an increase of 23%.
- Level 3 (proficient) remains constant with an average of 1.2%.
- Level 4 (advanced) shows that no one has scored in this level.



4th Grade MAP Reading

Analysis of the 4th grade MAP Reading benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

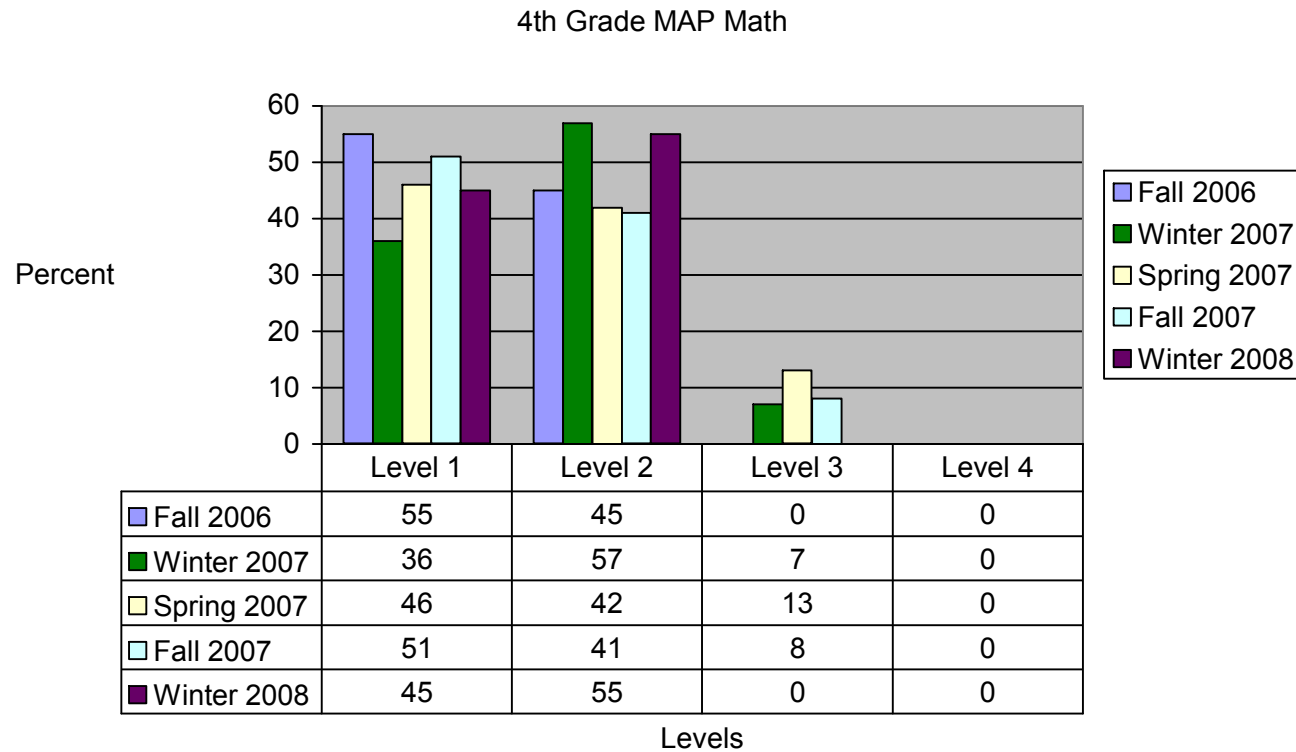
- Level 1 (below basic) remained constant with an average of 26.6%.
- Level 2 (basic) decreased 12%.
- Level 3 (proficient) fluctuated going from a low of 13% to a high of 33% ending at 21%.
- Level 4 (advanced) shows an average of 20% overall.



4th Grade MAP Math

Analysis of the 4th grade MAP Math benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

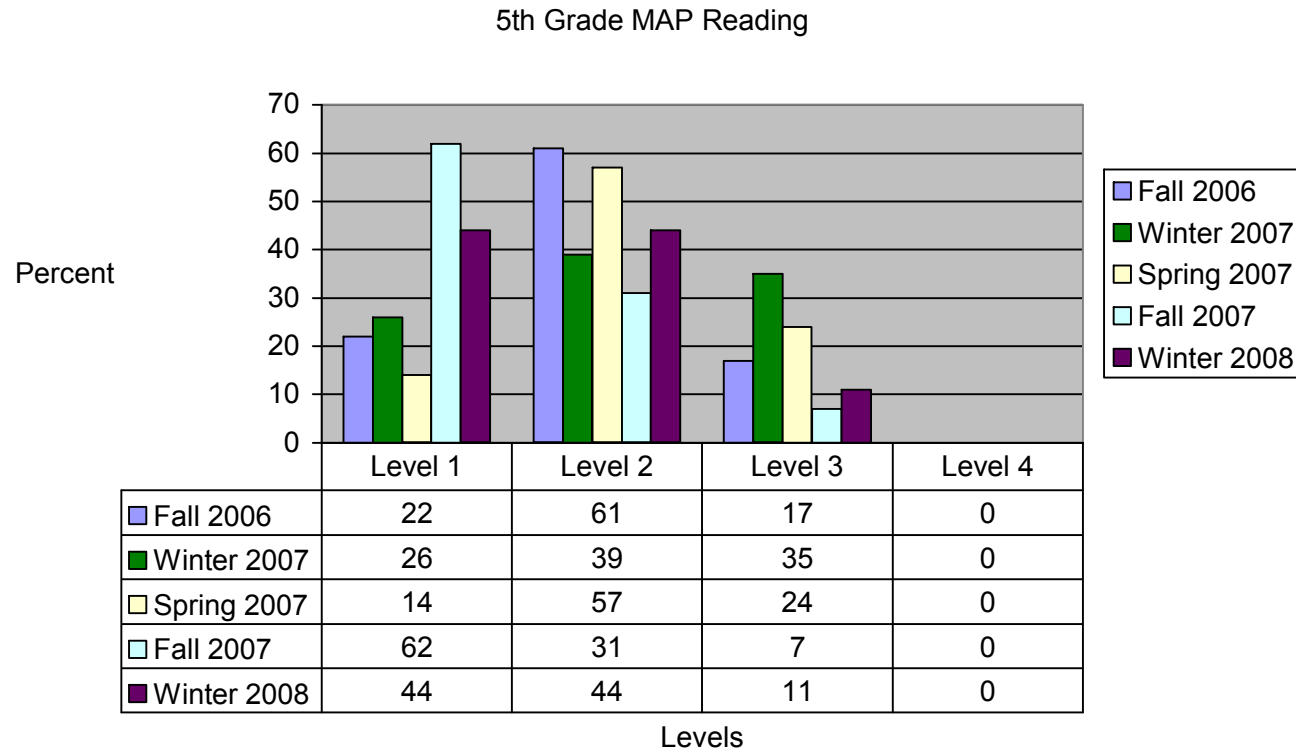
- Level 1 (below basic) shows a decrease of 10%.
- Level 2 (basic) shows an increase of 10%.
- Level 3 (proficient) remained constant at an average of 5.6%.
- Level 4 (advanced) shows that no one has scored in this level.



5th Grade MAP Reading

Analysis of the 5th grade MAP Reading benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

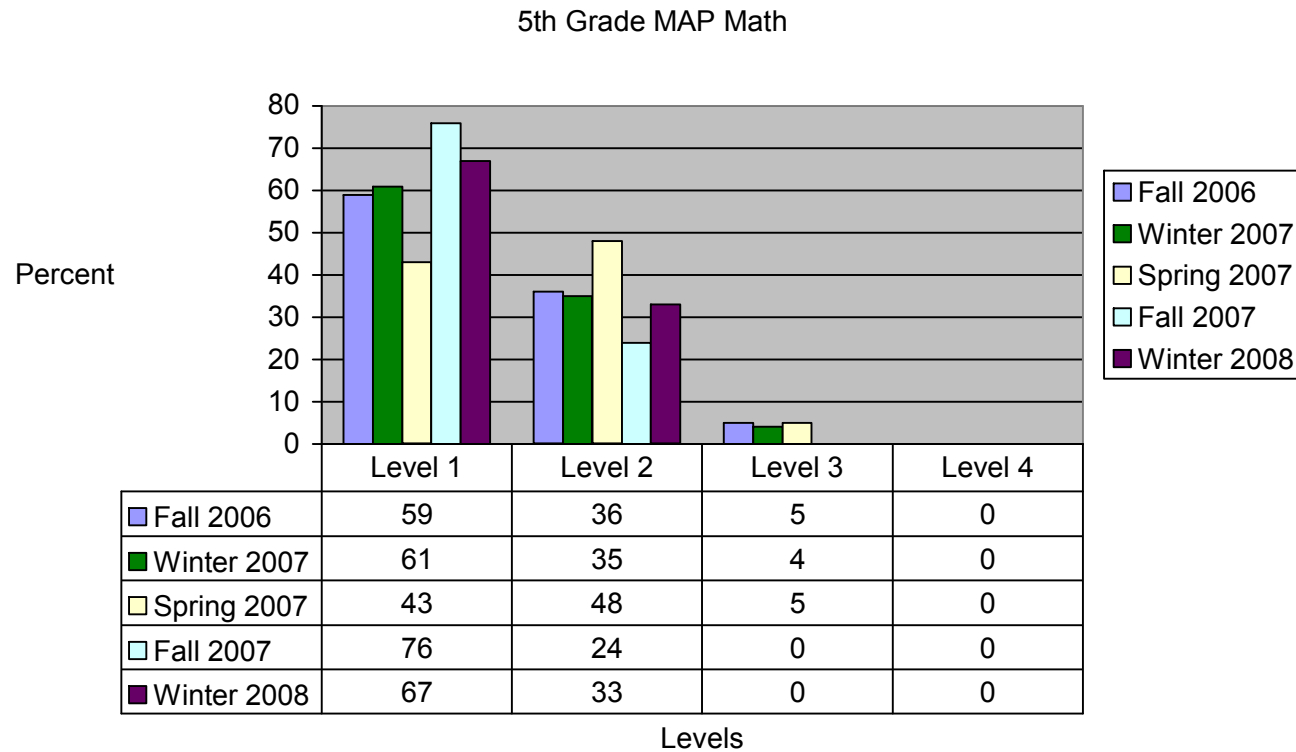
- Level 1 (below basic) shows an increase of 22%.
- Level 2 (basic) shows a decrease of 14%.
- Level 3 (proficient) shows a decrease of 6%.
- Level 4 (advanced) shows that no one has scored in this level.



5th Grade MAP Math

Analysis of the 5th grade MAP Math benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

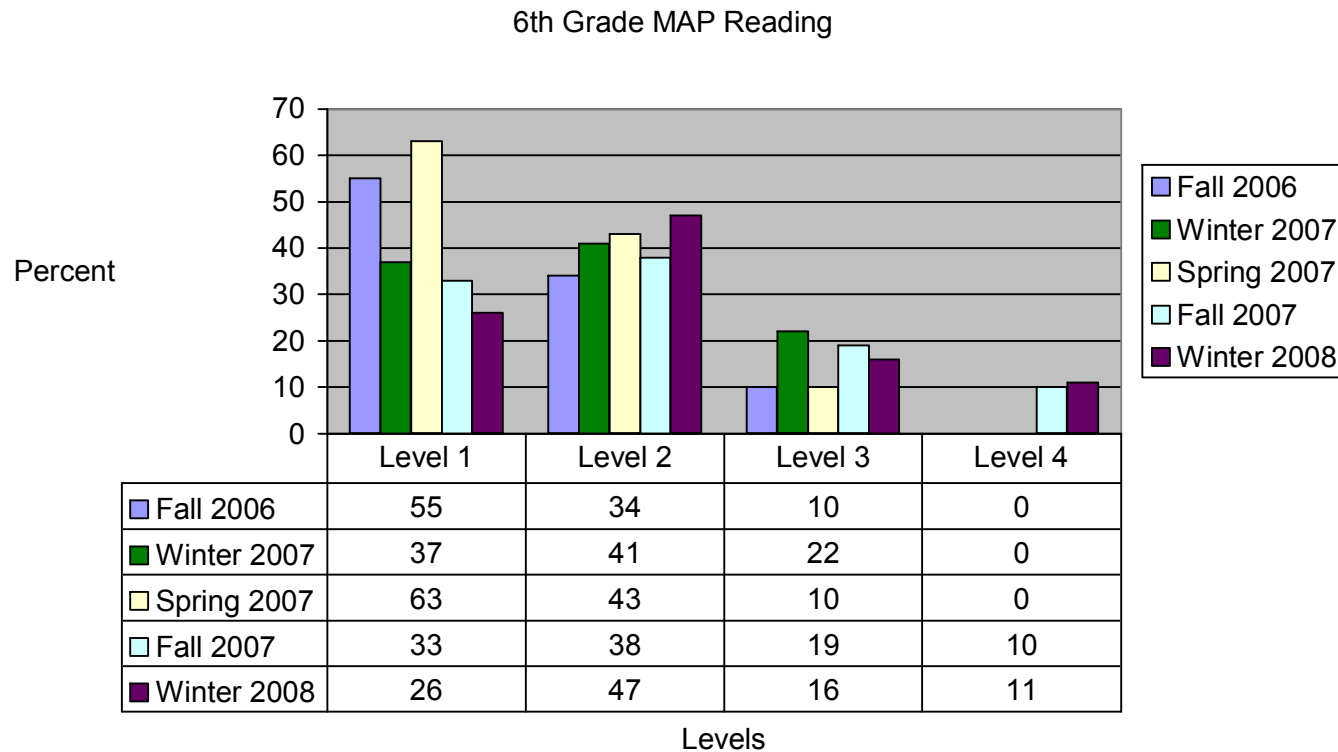
- Level 1 (below basic) shows an increase of 8%.
- Level 2 (basic) shows a decrease of 3%.
- Level 3 (proficient) shows a decrease of 5%.
- Level 4 (advanced) shows that no one has scored in this level.



6th Grade MAP Reading

Analysis of the 6th grade MAP Reading benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

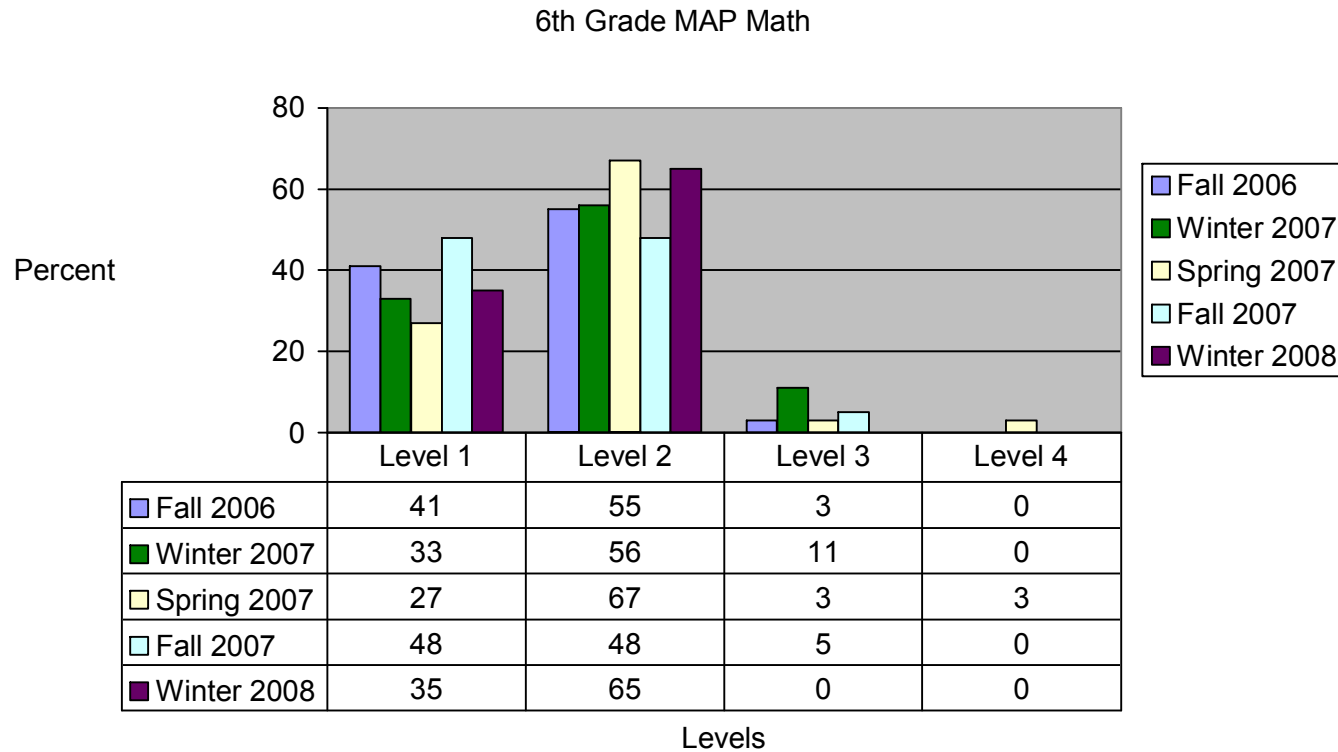
- Level 1 (below basic) shows a decrease of 29%.
- Level 2 (basic) shows an increase of 13%.
- Level 3 (proficient) shows an increase of 6%.
- Level 4 (advanced) shows an increase of 11%.



6th Grade MAP Math

Analysis of the 6th grade MAP Math benchmark assessment from Fall 2006 to Winter 2008 indicates the following:

- Level 1 (below basic) shows a decrease of 6%.
- Level 2 (basic) shows an increase of 10%.
- Level 3 (proficient) shows a decrease of 3%.
- Level 4 (advanced) returned to 0% after a high of 3%.



Based upon the 2007 absolute rating, the School Leadership Team determined the projected growth necessary to meet expected progress.

	5	4	3	2	1	Total Students	Average	
ELA	2	21	36	9	10	78	2.948717	Projection
Math	3	8	38	19	10	78	2.679487	
Science	4	7	18	20	7	56	2.660714	2.8
SS	1	7	19	13	6	46	2.652173	

Calculations for science and social studies were based on the expected testing of all fourth graders in both subjects, the testing of one-half of third, fifth and sixth graders in science and one-half of third, fifth and sixth graders in social studies. The number of students performing at the indicated levels for the Spring 2007 PACT was also considered to determine the targeted numbers for 2008-2009.

Reading and Math will be assessed using the MAP benchmark. One year's gain in reading is equal to 100 lexile level points. Because the school only has almost 7 months between the first administration of MAP and the 3rd administration of MAP, a little over three fourths of a year gain would be the norm. In Math, the figure 6.6 points reflect three fourths of a year gain in terms of MAP RIT measurement.

In analyzing the PACT test data in ELA, scores indicated that the number of students scoring below basic went up in all grade levels except 4th, where it stayed the same. The number of students scoring basic went down in all grade levels. The number of students scoring advanced went down in all grade levels except 4th where it stayed the same. This data along with other data shows why ELA/Reading was selected for one of the focus goals.

In analyzing the PACT test data in Math, scores indicated that the number of students scoring below basic went up in all grades. The number of students scoring basic went down in all grades, except grade 5. The number of students scoring proficient in Math went down in all grades except 4th. The number of students scoring advanced in Math went down in all grades except 4th, where the number stayed the same.

In analyzing the PACT Science test data, scores indicated that in grades 3 and 4, the number of students scoring below basic went up while the number of students scoring basic went down. In third grade, the number of students scoring proficient and advanced went down. In grades 5 and 6, the number of students who scored advanced went down.

In Social Studies, PACT test data was analyzed and showed that in all grades, the number of students scoring proficient went up or stayed the same in all grades except 4th.

Along with the other data presented, this is why the goals in Reading, Math, and Science were chosen.

Grade 3

ELA:	Below Basic	(9 students)
Math:	Below Basic	(17 students)
Science:	Below Basic	(14 students)
Social Studies:	Below Basic	(8 students)

Grade 4

ELA:	Below Basic	(5 students)
Math:	Below Basic	(8 students)
Science:	Below Basic	(18 students)
Social Studies:	Below Basic	(12 students)

Grade 5

ELA:	Below Basic	(4 students)
Math:	Below Basic	(4 students)
Science:	Below Basic	(4 students)
Social Studies:	Below Basic	(5 students)

Grade 6

ELA:	Below Basic	(8 students)
Math:	Below Basic	(5 students)
Science:	Below Basic	(8 students)
Social Studies:	Below Basic	(5 students)

ELA Below Basic School-wide: 26

Math Below Basic School-wide: 34

Science Below Basic School-wide: 44

Social Studies Below Basic School-wide: 30

These students' scores do not reflect their achievement potential. This shows the need to address the rigor in the classroom, as well as the assessments. This will be monitored by how well teachers utilize the data to drive instruction. The staff recognizes increased academic achievement will result from improved instructional techniques (best practices strategies) and effective monitoring of student progress. Therefore, a focused goal which aims at significantly improving these scores on PACT will have a positive impact on the school's absolute report card rating. Since so few of our students scored proficient or advanced, a determination was made to focus on the development and alignment of teacher-made assessments to the state curriculum standards and assessments by utilizing the Standards In Practice Program, as well as Backward Planning.

Since Social Studies has such a high number of students scoring below basic on PACT, we will address this area in the teaching of reading strategies using non-fiction text. If students are able to read and comprehend informational text, they should be successful in other content areas.

Summary of Process

After being identified as a school not meeting expected yearly progress, the principal and Title I Facilitator attended training in Columbia with the External Review Team (ERT). The School Leadership Team (SLT), along with the External Review Team, was assembled to write the Focused School Renewal Plan Goals for 2008-2009 implementation.

The ERT met with the School Leadership Team at Cades Hebron Elementary on four occasions to facilitate the development of the Focused School Renewal Plan (FSRP). After identifying programs and initiatives that were effective, data was then analyzed to determine the school's focus goals. Three school goals in science, math, and reading were developed, along with strategies to address each goal. The principal and the district developed two goals that support the school's goals as required by the Focus School Renewal Plan. After approval, the plan will be shared with the faculty and School Improvement Council.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

Timeline for Implementation of FSRP for Reading		
July	August	September
	<ul style="list-style-type: none"> Analyze PACT data Monthly Best Practices Training and model lessons Monthly grade level meeting with the principal. 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze MAP Monthly grade level meeting with the principal. MAP Testing (Reading/Math) Start data notebooks District Coaches begin After-School Program
October	November	December
<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Monthly grade level meeting with the principal. Administer Science MAP benchmark Science Conference GBE Conferences 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Family Reading Night Monthly grade level meeting with the principal. Math Conference 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Monthly grade level meeting with the principal. MAP Testing
January	February	March
<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Monthly grade level meeting with the principal. 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze MAP and lab data Monthly grade level meeting with the principal. MAP Testing Reading Conference 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Monthly grade level meeting with the principal.
April	May	June
<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data Monthly grade level meeting with the principal. Family PACT Night 	<ul style="list-style-type: none"> Monthly Best Practices Training and model lessons Analyze lab data PACT Testing Monthly grade level meeting with the principal. 	

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Order MAP Science Benchmark, develop district wide MAP schedule, and school Science MAP schedule.	District MAP Coordinator Title I Facilitator	July 2008	<ul style="list-style-type: none"> •In an effort to make sure that MAP tests are ready to be given in September, the District MAP Coordinator will purchase MAP Science benchmark, renew licenses for MAP, and make sure all technology is ready for testing. This will be done in July. The Title I Facilitator will inspect the MAP program and give a status report to the principal. If problems arise, the District MAP Coordinator will be called immediately for repairs to be done. Prior to testing, a district MAP schedule will be developed and distributed to all schools in the district. Title I Facilitators will use the schedule to create a school MAP Science benchmark schedule that will be given to grades 3-6 teachers and explained during meetings with teachers. After testing, the Title I Facilitator will give feedback to the District MAP Coordinator to report any problems and that the test is ready for uploading.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

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Administer MAP Science Benchmarks to students in grades 3-6.	3-6 Teachers Lab Proctor	Sept. 2008	<ul style="list-style-type: none"> • In accordance with the Science MAP test schedule, teachers will administer the MAP Science benchmarks in the computer lab. This will begin in September. Information from the attendance clerk will be given to the lab proctor so that she will be aware of any student who is absent on the day of testing for a particular grade level. When the student returns to school, the proctor will administer the missed test. As soon as the tests are uploaded to NWEA, the results will be available on the next day. • The MAP test results (Goal by RIT Band) will be distributed to teachers after the tests are uploaded and copied. There is a maximum two day turn- around time for the Lab Proctor to get this information to teachers. The RIT Band scores given to teachers will be used to plan effective instruction weekly based on the Anderson 5 Curriculum. Plans will be checked by the principal and Title I Facilitator on a weekly basis with written feedback given to teachers. Follow-up will occur as necessary by the principal and Title I Facilitator to teachers not using MAP data to plan for instruction.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

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Provide staff development in analyzing MAP Science benchmark test results.	Principal Title I Facilitator District Science Coach	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to plan effective, standards based lessons that will improve instruction; teachers will be trained in October in how to analyze MAP Science benchmark results. School and district personnel will be utilized as trainers. • The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

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Implement data notebooks to be used by all Science teachers as an instructional and planning tool.	Teachers Title I Facilitator	Oct. 2008	<ul style="list-style-type: none"> • In October, the Title I Facilitator will ensure that all core area teachers have necessary data from PACT Science, Science MAP tests, and nine weeks assessments. This data will be kept in a notebook to be used by teachers in order to plan for instruction. The notebook will be reviewed by the Title I Facilitator after each nine weeks to make sure it contains most current data. Follow-up in writing will be given to teachers who have not updated their data notebooks. • Teachers will use test results to plan instruction in order to remediate student weaknesses and differentiate instruction. • Lesson plans will be reviewed weekly by the administration to ensure the use of test results in planning. • The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1 continued:

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Create and utilize locally developed science kits based on Anderson 5 Science Curriculum	Teachers Instructional Assistants District Science Curriculum Coach Title I Facilitator Leadership Team	Sept. 2008	<ul style="list-style-type: none"> •In an effort to provide more hands-on activities to help students learn and understand science strategies during instruction, teachers will use the Science and Technology for Children (STC) and teacher created Science kits. Materials and supplies for these kits will be purchased by the school. Science kits will be stored in each Science teachers' classroom. A label of the contents for each kit will be kept on the storage box along with the state standards to be taught. A master list of all kits will be kept in the Title I Facilitator's office. The Science Coach will assist with organizing the kits. •The Principal and/or Title I Facilitator will check lesson plans weekly to make sure kits are being used. •Principal will follow up with any teacher not using the science kits for instruction. The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using Science kits to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office. •Monthly Science departmental meetings will be held. Minutes of meetings and sign in sheets will be turned in to the principal. The minutes will include any need for materials or supplies for science kits.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1 continued:

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Utilize science coaches provided by the district.	Teachers District Science Coaches	Sept. 2008	<ul style="list-style-type: none"> •At least two times per month, the District Curriculum Science coaches will assist Science teachers in incorporating the Anderson 5 curriculum by modeling lessons, observing lessons, monitoring the use of kits, and providing appropriate feedback to improve science teaching strategies. •After each visit/observation, Science coaches will provide feedback to the teachers and principal. On follow up visits the science coaches will observe teachers looking for implementation of strategies for improvement on previously identified areas of weaknesses.
Attend Science Conference and bring back new strategies to implement and share with other teachers.	Science Teachers	Oct. 2008	<ul style="list-style-type: none"> •In an effort to improve instruction, the principal will provide resources for 2 teachers to attend the Science Conference at Myrtle Beach in October. •These teachers will be able to learn new strategies that will help them improve instruction. These strategies will be shared with all science teachers during their monthly departmental meetings. During follow up meetings teachers will share how they have used the information received from the Science Conference. Minutes from the Science departmental meetings will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

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Observe classrooms weekly to monitor progress.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> • In an effort to improve instruction, the Principal and Title I Facilitator will observe lessons on a weekly basis to identify areas of instruction that need improvement. The district and/or school classroom observation forms and checklists will be used during classroom observations. • Administrators will follow up by meeting with the teachers. • Teachers experiencing difficulties will be provided assistance through district coaches, peer teachers, and Title I Facilitator. This will be documented in writing.
Check lesson plans weekly.	Principal Title I Facilitator Leadership Team	Sept. 2008	<ul style="list-style-type: none"> • The Principal and/or Title I Facilitator will check lesson plans weekly to make sure Science standards are being addressed effectively based on the Anderson 5 Curriculum. • The principal will follow up with any teacher not planning and using effective strategies for teaching science and provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

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Utilize the 21st Century After School Program as an academic assistance initiative to support students in grades 2-6 academically.	Site Coordinator Teachers	Sept. 2008	<ul style="list-style-type: none"> ● To provide additional support in Science, students in Grades 2-6 will participate in the 21st Century after School Program. ● The Site Coordinator will develop a schedule to identify blocks of time for hands on science instruction and activities. The instruction and activities will support the Anderson 5 Science curriculum. ● Lesson plans used in the after school program will be developed by the after school teachers with assistance from the classroom Science teachers as documentation of ongoing communication between the after school teachers and the Science classroom teachers. ● Science MAP scores of students enrolled in the after school program will be used to determine the effectiveness of the program. After analyzing MAP data, changes in Science instruction will be made as deemed necessary by the Site Coordinator and teachers.

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2008–09 School Year of Implementation
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Focused Student Achievement Goal 1 continued:

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Train teachers to utilize Standards in Practice to improve instruction.	Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to plan effective, standards based assessments, teachers will be trained in October in how to utilize Standards In Practice (SIP). School and district personnel will be utilized as trainers. • A schedule will be developed to include the time that staff development will be provided. • Teachers will meet on a monthly basis to examine their assignments, instruction, and student work. • The principal and/or the Title I Facilitator will receive a copy of the assessment and the rubric to be kept on file. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is having problems developing and/using a rubric to assess students work.
Provide opportunities for teachers to share MAP benchmark test data and conference with students to update their goals.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order for students to take responsibility for their learning, teachers and students will conference and discuss MAP benchmark scores. • Using MAP Goal Sheets provided by NWEA, with the help of the teacher, the students will develop goals to improve their achievement on Science MAP benchmark tests. • The MAP goal sheets will be completed and copies submitted to the principal. • Teachers and students will revisit/amend goals at the end of each nine weeks after each Science MAP Benchmark test.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1 continued:

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide training and book study in <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to meet individual students' needs, teachers will be trained and begin a book study in October in how to differentiate instruction using the book <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson. School personnel will be utilized as trainers. • A schedule including sections of the book, presentation teams, and dates of presentations will be developed and followed. • During observations, the principal and Title I Facilitator will look for evidence of the use of differentiating instruction utilizing the locally created rubric. Lesson plans will be monitored weekly to ensure that teachers are planning for differentiating instruction. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who needs assistance in differentiated instruction. Additional support will also be provided by the district Science coach to assist with planning and implementation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1 continued:

By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct grade level and department meetings.	Principal Title I Facilitator Leadership Team	Sept. 2008	<ul style="list-style-type: none"> • Grade level meetings will be scheduled and conducted weekly during planning. During these meetings, instructional needs and concerns, student achievement, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary. • Departmental meetings will be scheduled and conducted monthly during planning. During these meetings, instructional needs and concerns, student achievement, best practices strategies, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>Order MAP Math Benchmark, develop district wide MAP schedule, and school MAP Math schedule.</p>	<p>District MAP Coordinator Title I Facilitator</p>	<p>July 2008</p>	<p>•In an effort to make sure that MAP tests are ready to be given in September, the District MAP Coordinator will purchase MAP Math benchmark, renew licenses for MAP, and make sure all technology is ready for testing. This will be done in July. The Title I Facilitator will inspect the MAP program and give a status report to the principal. If problems arise, the District MAP Coordinator will be called immediately for repairs to be done. Prior to testing, a district MAP schedule will be developed and distributed to all schools in the district. Title I Facilitators will use the schedule to create a school MAP Math benchmark schedule that will be given to grades 3-6 teachers and explained during meetings with teachers. After testing, the Title I Facilitator will give feedback to the District MAP Coordinator to report any problems and that the test is ready for uploading.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer MAP Math Benchmarks to students in grades 3-6.	3-6 Teachers Lab Proctor	Sept. 2008	<ul style="list-style-type: none"> ● In accordance with the Math MAP test schedule, teachers will administer the MAP Math benchmarks in the computer lab. This will begin in September. Information from the attendance clerk will be given to the lab proctor so that she will be aware of any student who is absent on the day of testing for a particular grade level. When the student returns to school, the proctor will administer the missed test. As soon as the tests are uploaded to NWEA, the results will be available on the next day. ● The MAP test results (Goal by RIT Band) will be distributed to teachers after the tests are uploaded and copied. There is a maximum two day turn-around time for the Lab Proctor to get this information to teachers. The RIT Band scores given to teachers will be used to plan effective instruction weekly based on the Anderson 5 Curriculum. Plans will be checked by the principal and Title I Facilitator on a weekly basis with written feedback given to teachers. Follow-up will occur as necessary by the principal and Title I Facilitator to teachers not using MAP data to plan for instruction

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development in analyzing MAP Math benchmark test results.	Principal Title I Facilitator District Science Coach	Oct. 2008	<ul style="list-style-type: none"> ● In order to be able to plan effective, standards based lessons that will improve instruction; teachers will be trained in October in how to analyze MAP Math benchmark results. School and district personnel will be utilized as trainers. ● The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. ● The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

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<p>Implement data notebooks to be used by all Math teachers as an instructional and planning tool.</p>	<p>Teachers Title I Facilitator</p>	<p>Oct. 2008</p>	<ul style="list-style-type: none"> ● In October, the Title I Facilitator will ensure that all Math teachers have necessary data from PACT Math, Math MAP tests, NCS Learn Lab reports, Math Academy reports, and nine weeks assessments. This data will be kept in a notebook to be used by teachers in order to plan for instruction. The notebook will be reviewed by the Title I Facilitator after each nine weeks to make sure it contains most current data. Follow-up in writing will be given to teachers who have not updated their data notebooks. ● Teachers will use test results to plan instruction in order to remediate student weaknesses and differentiate instruction. ● Lesson plans will be reviewed weekly by the administration to ensure the use of test results in planning. ● The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. ● The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office. Teachers will use data notebooks as a planning tool to improve instruction.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Check lesson plans weekly	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> •The Principal and/or Title I Facilitator will check lesson plans weekly to make sure Math standards are being addressed effectively based on the Anderson 5 Curriculum. The principal will follow up with any teacher not planning and using effective strategies for teaching Math and provide assistance. Written documentation of the meeting will be kept on file in the principal's office.
Utilize the 21st Century After School Program as an academic assistance initiative to support students in grades 2-6 academically.	Site Coordinator Teachers	Sept. 2008	<ul style="list-style-type: none"> •To provide additional support in Math, students in Grades 2-6 will participate in the 21st Century after School Program. •The Site Coordinator will develop a schedule to identify blocks of time for hands on Math instruction and activities. The instruction and activities will support the Anderson 5 Math curriculum. •Lesson plans used in the after school program will be developed by the after school teachers with assistance from the classroom Math teachers as documentation of ongoing communication between the after school teachers and the Math classroom teachers. •Math MAP scores of students enrolled in the after school program will be used to determine the effectiveness of the program. After analyzing MAP data, changes in Math instruction will be made as deemed necessary by the Site Coordinator and teachers.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Utilize math coaches provided by the district.	Teachers District Math Coaches	Sept. 2008	<ul style="list-style-type: none"> • At least two times per month, the District Curriculum Math coaches will assist Math teachers in incorporating the Anderson 5 curriculum by modeling lessons, observing lessons, and providing appropriate feedback to improve Math teaching strategies. • After each visit/observation, Math coaches will provide feedback to the teachers and principal. On follow up visits the Math coaches will observe teachers looking for implementation of strategies for improvement on previously identified areas of weaknesses.
Attend Math Conference and bring back new strategies to implement and share with other teachers.	Teachers	Nov. 2008	<ul style="list-style-type: none"> • In an effort to improve instruction, the principal will provide resources for 2 teachers to attend the Math Conference at Myrtle Beach in October. • These teachers will be able to learn new strategies that will help them improve instruction. These strategies will be shared with all Math teachers during their monthly departmental meetings. During follow up meetings teachers will share how they have used the information received from the Math Conference. Minutes from the Math departmental meetings will be kept on file in the principal's office.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.
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Observe classrooms weekly to monitor progress.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> • In an effort to improve instruction, the Principal and Title I Facilitator will observe lessons on a weekly basis to identify areas of instruction that need improvement. The district and/or school classroom observation forms and checklists will be used during classroom observations. • Administrators will follow up by meeting with the teachers. • Teachers experiencing difficulties will be provided assistance through district coaches, peer teachers, and Title I Facilitator. This will be documented in writing.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

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Train teachers to utilize Standards in Practice to improve instruction.	Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> ● In order to be able to plan effective, standards based assessments; teachers will be trained in October in how to utilize Standards In Practice (SIP). School and district personnel will be utilized as trainers. ● A schedule will be developed to include the time that staff development will be provided. ● Teachers will meet on a monthly basis to examine their assignments, instruction, and student work. ● The principal and/or the Title I Facilitator will receive a copy of the assessment and the rubric to be kept on file. ● The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is having problems developing and/using a rubric to assess students work.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

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Provide training and book study in <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to meet individual students' needs, teachers will be trained and begin a book study in October in how to differentiate instruction using the book <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson. School personnel will be utilized as trainers. • A schedule including sections of the book, presentation teams, and dates of presentations will be developed and followed. • During observations, the principal and Title I Facilitator will look for evidence of the use of differentiating instruction utilizing the locally created rubric. Lesson plans will be monitored weekly to ensure that teachers are planning for differentiating instruction. The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who needs assistance in differentiated instruction. Additional support will also be provided by the district Math coach to assist with planning and implementation.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

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Conduct grade level and department meetings.	Principal Title I Facilitator Leadership Team	Sept. 2008	<ul style="list-style-type: none"> • Grade level meetings will be scheduled and conducted weekly during planning. During these meetings, instructional needs and concerns, student achievement, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary. • Departmental meetings will be scheduled and conducted monthly during planning. During these meetings, instructional needs and concerns, student achievement, best practices strategies, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary.

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2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2 continued:

By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.
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Provide opportunities for teachers to conference and share MAP benchmark test data with students.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order for students to take responsibility for their learning, teachers and students will conference and discuss MAP benchmark scores. • Using MAP Goal Sheets provided by NWEA, with the help of the teacher, the students will develop goals to improve their achievement on Math MAP benchmark tests. • The MAP goal sheets will be completed and copies submitted to the principal. • Teachers and students will revisit/amend goals at the end of each nine weeks after each Math MAP Benchmark test.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points in reading from Fall administration to Spring administration as measured by NWEA'S MAP Reading Benchmark.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Order MAP Reading Benchmark, develop district wide MAP schedule, and school MAP Reading schedule.	District MAP Coordinator Title I Facilitator	July 2008	<ul style="list-style-type: none"> •In an effort to make sure that MAP tests are ready to be given in September, the District MAP Coordinator will purchase MAP Reading benchmark, renew licenses for MAP, and make sure all technology is ready for testing. This will be done in July. The Title I Facilitator will inspect the MAP program and give a status report to the principal. If problems arise, the District MAP Coordinator will be called immediately for repairs to be done. Prior to testing, a district MAP schedule will be developed and distributed to all schools in the district. Title I Facilitators will use the schedule to create a school MAP Reading benchmark schedule that will be given to grades 3-6 teachers and explained during meetings with teachers. After testing, the Title I Facilitator will give feedback to the District MAP Coordinator to report any problems and that the test is ready for uploading.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 3 continued:

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Administer MAP Reading Benchmarks to students in grades 3-6.	3-6 Teachers Lab Proctor	Sept. 2008	<ul style="list-style-type: none"> • In accordance with the Reading MAP test schedule, teachers will administer the MAP Reading benchmarks in the computer lab. This will begin in September. Information from the attendance clerk will be given to the lab proctor so that she will be aware of any student who is absent on the day of testing for a particular grade level. When the student returns to school, the proctor will administer the missed test. As soon as the tests are uploaded to NWEA, the results will be available on the next day. • The MAP test results (Goal by RIT Band) will be distributed to teachers after the tests are uploaded and copied. There is a maximum two day turn-around time for the Lab Proctor to get this information to teachers. The RIT Band scores given to teachers will be used to plan effective instruction weekly based on the Anderson 5 Curriculum. Plans will be checked by the principal and Title I Facilitator on a weekly basis with written feedback given to teachers. Follow-up will occur as necessary by the principal and Title I Facilitator to teachers not using MAP data to plan for instruction

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
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Focused Student Achievement Goal 3 continued:

By April 1, 2009, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points in reading from Fall administration to Spring administration as measured by NWEA'S MAP Reading Benchmark.

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Provide staff development in analyzing MAP Reading benchmark test results.	Principal Title I Facilitator District Science Coach	Oct. 2008	<ul style="list-style-type: none"> •In order to be able to plan effective, standards based lessons that will improve instruction; teachers will be trained in October in how to analyze MAP Reading benchmark results. School and district personnel will be utilized as trainers. •The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. •The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3 continued:

By April 1, 2009, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points in reading from Fall administration to Spring administration as measured by NWEA'S MAP Reading Benchmark.

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Implement data notebooks to be used by all Reading teachers as an instructional and planning tool.	Teachers Title I Facilitator	Oct. 2008	<ul style="list-style-type: none"> • In October, the Title I Facilitator will ensure that all Math teachers have necessary data from PACT Reading, Reading MAP tests, NCS Learn Lab reports, Reading Academy reports, and nine weeks assessments. This data will be kept in a notebook to be used by teachers in order to plan for instruction. The notebook will be reviewed by the Title I Facilitator after each nine weeks to make sure it contains most current data. Follow-up in writing will be given to teachers who have not updated their data notebooks. • Teachers will use test results to plan instruction in order to remediate student weaknesses and differentiate instruction. • Lesson plans will be reviewed weekly by the administration to ensure the use of test results in planning. • The principal and/or the Title I Facilitator will use a principal developed data rubric to determine teachers' usage of test results for planning and instruction. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance. Written documentation of the meeting will be kept on file in the principal's office. Teachers will use data notebooks as a planning tool to improve instruction.

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2008–09 School Year of Implementation
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Focused Student Achievement Goal 3 continued:

By April 1, 2009, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points in reading from Fall administration to Spring administration as measured by NWEA'S MAP Reading Benchmark.

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Utilize reading coaches provided by the district.	Teachers District Reading Coaches	Sept. 2008	<ul style="list-style-type: none"> ● At least two times per month, the District Curriculum Reading coaches will assist Reading teachers in incorporating the Anderson 5 curriculum by modeling lessons, observing lessons, and providing appropriate feedback to improve Reading teaching strategies. ● After each visit/observation, Reading coaches will provide feedback to the teachers and principal. On follow up visits the Reading coaches will observe teachers looking for implementation of strategies for improvement on previously identified areas of weaknesses.

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Attend Reading Conference and bring back new strategies to implement and share with other teachers.	Teachers	Feb. 2009	<ul style="list-style-type: none"> • In an effort to improve instruction, the principal will provide resources for 2 teachers to attend the Reading Conference at Myrtle Beach in February. • These teachers will be able to learn new strategies that will help them improve instruction. These strategies will be shared with all Reading teachers during their monthly departmental meetings. During follow up meetings teachers will share how they have used the information received from the Reading Conference. Minutes from the Reading departmental meetings will be kept on file in the principal's office.
Check lesson plans weekly	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> • The Principal and/or Title I Facilitator will check lesson plans weekly to make sure Reading standards are being addressed effectively based on the Anderson 5 Curriculum. • The principal will follow up with any teacher not planning and using effective strategies for teaching Reading and provide assistance. Written documentation of the meeting will be kept on file in the principal's office.

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Utilize the 21st Century After School Program as an academic assistance initiative to support students in grades 2-6 academically.	Site Coordinator Teachers	Sept. 2008	<ul style="list-style-type: none"> •To provide additional support in Reading, students in Grades 2-6 will participate in the 21st Century after School Program. •The Site Coordinator will develop a schedule to identify blocks of time for Reading instruction and activities. The instruction and activities will support the Anderson 5 Reading curriculum. •Lesson plans used in the after school program will be developed by the after school teachers with assistance from the classroom Reading teachers as documentation of ongoing communication between the after school teachers and the Reading classroom teachers. •Reading MAP scores of students enrolled in the after school program will be used to determine the effectiveness of the program. After analyzing MAP data, changes in Reading instruction will be made as deemed necessary by the Site Coordinator and teachers.

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Train teachers to utilize Standards in Practice to improve instruction.	Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to plan effective, standards based assessments; teachers will be trained in October in how to utilize Standards In Practice (SIP). School and district personnel will be utilized as trainers. • A schedule will be developed to include the time that staff development will be provided. • Teachers will meet on a monthly basis to examine their assignments, instruction, and student work. • The principal and/or the Title I Facilitator will receive a copy of the assessment and the rubric to be kept on file. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who is having problems developing and/using a rubric to assess students work.

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Conduct grade level and department meetings.	Principal Title I Facilitator Leadership Team	Sept. 2008	<ul style="list-style-type: none"> • Grade level meetings will be scheduled and conducted weekly during planning. During these meetings, instructional needs and concerns, student achievement, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary. • Departmental meetings will be scheduled and conducted monthly during planning. During these meetings, instructional needs and concerns, student achievement, best practices strategies, and planning for instruction are discussed. • The agenda, Sign In Sheets, handouts, and minutes from the meetings will be submitted to the principal. Follow up is provided as necessary.

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<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>Utilize the Reading, Evaluating, Assessing, Diagnosing (R.E.A.D.) Program.</p>	<p>Title I Facilitator R.E.A.D. Coordinator R.E.A.D. Tutors Teachers</p>	<p>Oct. 2008</p>	<ul style="list-style-type: none"> ● In an effort to provide additional instructional support in Reading the Reading, Evaluating, Assessing, Diagnosing (R.E.A.D.) Program will be utilized in grades 3-6. Students identified as needing remediation in Reading comprehension skills will receive tutoring for 30 minutes per day by a trained R.E.A.D. tutor. Students are assessed weekly for mastery. After students are assessed, the tutors will develop lesson plans based on the areas of weaknesses. These plans will be available for review. ● If Reading comprehension skills are not mastered, tutors will re-teach and retest. ● A list of identified students to be tutored for remediation along with a schedule will be provided for teachers. Updated student lists will be provided to teachers weekly. ● Collaboration between tutors and teachers will take place to discuss achievement and to provide extra support. Tutors meet with teachers on a weekly basis to update them on student progress. ● The R.E.A.D. coordinator keeps assessments, lesson plans, student lists and skills to be remediated on file in the tutors' room.

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Provide opportunities for teachers to conference and share MAP benchmark test data with students.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order for students to take responsibility for their learning, teachers and students will conference and discuss MAP Reading benchmark scores. • Using MAP Goal Sheets provided by NWEA, with the help of the teacher, the students will develop goals to improve their achievement on Reading MAP benchmark tests. • The MAP goal sheets will be completed and copies submitted to the principal. • Teachers and students will revisit/amend goals at the end of each nine weeks after each Reading MAP Benchmark test.

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Provide training and book study in <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none"> • In order to be able to meet individual students' needs, teachers will be trained and begin a book study in October in how to differentiate instruction using the book <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u> by Carol Ann Tomlinson. School personnel will be utilized as trainers. • A schedule including sections of the book, presentation teams, and dates of presentations will be developed and followed. • During observations, the principal and Title I Facilitator will look for evidence of the use of differentiating instruction utilizing the locally created rubric. Lesson plans will be monitored weekly to ensure that teachers are planning for differentiating instruction. • The principal and/or Title I Facilitator will provide follow up by meeting with any teacher who needs assistance in differentiated instruction. Additional support will also be provided by the district Reading coach to assist with planning and implementation.

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Observe classrooms weekly to monitor progress.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> • In an effort to improve instruction, the Principal and Title I Facilitator will observe lessons on a weekly basis to identify areas of instruction that need improvement. The district and/or school classroom observation forms and checklists will be used during classroom observations. • Administrators will follow up by meeting with the teachers. • Teachers experiencing difficulties will be provided assistance through district coaches, peer teachers, and Title I Facilitator. This will be documented in writing.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

In order for students in grades 3-6 to meet their goals* in math , science, and reading by April 1, 2009, the principal will ensure that the core area content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

***In Science, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points.**

***In Math, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points.**

***In Reading, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use disaggregated data to guide instruction by creating and displaying a data wall for teachers and administrators to use to develop a longitudinal study to track student progress.	Principal Title I Facilitator School and District Staff	Aug. 2008	<ul style="list-style-type: none"> • A designated area in the teacher's lounge will be used to display charts and graphs of PACT, MAP, R.E.A.D., NCS Learn Lab and attendance data. The data will be updated within a week of receiving test results by the Title I Facilitator and the School Leadership team. • The data will provide instant knowledge of achievement of student improvement over the course of the school year.
Provide teachers with a data notebook to include PACT scores, MAP data, benchmark data, and learning lab reports.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none"> • A data notebook will be provided for all teachers that will include all assessment data and reports. The information in the notebook will be used to assist teachers with weekly planning, developing assessments, and differentiating instruction. • Data notebooks will be updated during faculty meetings after testing. • Data will be supplied by the Title I Facilitator.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1 continued:

In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that the core area content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

***In Science, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points.**

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Train teachers in how to disaggregate data and how to use data to drive instruction.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none">Teachers will be provided training in how to use data to plan instruction. School and district personnel will be utilized as trainers.A disaggregated data rubric, developed by the principal, will be used during observations by the principal and the Title I facilitator to ensure that the data is being used by teachers to plan and direct instruction.The principal will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance, and will document the meeting in writing.
Develop a rubric to indicate the use of data by teachers during observations.	Principal	Sept. 2008	<ul style="list-style-type: none">A principal-developed rubric will be utilized to assess usage of data by teachers during observations.The rubric will allow the principal to be able to tell which teachers are able to interpret the data, draw conclusions from the data, use data to set student goals, and drive instruction.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1 continued:

In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that the core area content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that long range and weekly lesson plans are data driven and that data is being utilized in instruction.	Principal Title I Facilitator	Sept. 18, 2008	<ul style="list-style-type: none"> • Long range plans will be turned in by all teachers to the principal to show evidence of data being used to ensure that individual student needs are addressed. Copies will be placed in the front of the teachers' lesson plan notebook for easy access to teachers and observers. • Lesson plans will be turned in to the office by 8:00 each Monday. Plans are reviewed by the principal and the Title I facilitator to make sure that data has been used to plan for instruction and develop assessments. • Follow up will occur as necessary by the principal or the Title I facilitator.
Conduct classroom observations and give feedback to teachers.	Principal Title I Facilitator District	Sept. 2008	<ul style="list-style-type: none"> • The Principal and Title I Facilitator will use the district and/or school classroom observation forms and checklists during classroom observations to ensure that teachers are using disaggregated data. • Administrators will follow up by meeting with any teacher who is not using data and will provide assistance. • The meeting will be documented in writing.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1 continued:

In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that the core area content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that teachers share MAP benchmark test data and conference with students to update their goals.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none">• Teachers and students will conference and discuss MAP benchmark scores.• Using MAP Goal Sheets provided by NWEA, the students will develop goals to improve their achievement on MAP benchmark tests.• MAP goal sheets will be completed and submitted to the principal.• Goals will be revisited and amended as necessary after each MAP Benchmark test.
Assist and monitor teacher professional goals (GBE).	Principal Title I Facilitator	Oct. 2008	<ul style="list-style-type: none">• To support the achievement of the goal, the Principal will conference with teachers to ensure that professional goals are tied to student achievement.• The teachers will complete GBE Forms and submit them to the principal.• The principal will monitor progress three times a year to ensure that goals are being met.• The principal will provide assistance to teachers not meeting their goals.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1 continued:

In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that the core area content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Include information in using data in departmental meetings.	Principal Title I Facilitator Teachers	Oct. 2008	<ul style="list-style-type: none">• In an effort to make sure that data is used effectively in planning and instruction, ELA/Social Studies teachers will meet on the first Tuesday of each month and Math/Science teachers will meet on the second Tuesday of each month.• Agendas, sign in sheets, and notes from meetings will be submitted to the principal.• The principal will provide any necessary feedback based on departmental meeting minutes.
Include information in using data during faculty meetings.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none">• In an effort to make sure that data is used effectively in planning and instruction, there will be recognition to celebrate growth in each faculty meeting.• Agendas and sign in sheets from meetings will be submitted to the principal.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that 100% of the core content teachers will implement best practices strategies in classroom instruction as measured by a locally developed rubric.

***In Science, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points.**

***In Math, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points.**

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor teachers' instructional practices to improve student achievement.	Principal Title I Instructional Facilitator	August 2008	<ul style="list-style-type: none">• The Principal and Title I Facilitator will use the district and/or school classroom observation forms and checklists during classroom observations to ensure that teachers are using Best Practices.• Lesson Plan checklist will be completed to ensure evidence of Best Practices strategies are being used in planning for instruction.• Administrators will follow up by meeting with any teacher who is not using Best Practices and will provide assistance.• The meeting will be documented in writing.
Weekly written feedback concerning lesson plans.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none">• Lesson Plan checklist will be completed to ensure evidence of Best Practices strategies are being used in planning for instruction.• Administrators will follow up by meeting with any teacher who is not using Best Practices and will provide assistance.• The meeting will be documented in writing.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2 continued: In order for students in grades 3-6 to meet their goals* in math , science, and reading by April 1, 2009, the principal will ensure that 100% of the core content teachers will implement best practices strategies in classroom instruction as measured by a locally developed rubric.

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Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Observe 5 teachers per week looking for utilization of best practices from training.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none">• The Principal, Title I Facilitator, and/or District administrators will use the district and/or school classroom observation forms and checklists during classroom observations to ensure that teachers are using Best Practices.• Administrators will follow up by meeting with any teacher who is not using Best Practices and will provide assistance.• The meeting will be documented in writing.
Within a week, the principal and/or Title I Instructional Facilitator will provide written feedback to teachers during post-observation conferences.	Principal Title I Facilitator	Sept. 2008	<ul style="list-style-type: none">• The Principal and Title I Facilitator will use the district and/or school classroom observation forms and checklists during classroom observations to ensure that teachers are using Best Practices.• Administrators will follow up by meeting with any teacher who is not using Best Practices and will provide assistance.• The meeting will be documented in writing.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: In order for students in grades 3-6 to meet their goals* in math, science, and reading by April 1, 2009, the principal will ensure that 100% of the core content teachers will implement best practices strategies in classroom instruction as measured by a locally developed rubric.

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct conferences with all teachers at the end of each nine weeks to discuss students' performance.	Principal Title I Facilitator	Nov. 2008	<ul style="list-style-type: none">• The teachers will complete the quarterly conference form prior to meeting with the principal.• Students with areas needing improvement will be identified and strategies developed to address specific needs.
Provide, attend, and monitor ongoing staff development based on the state ELA, Math and science curriculum standards and best practices.	Principal Title I Facilitator District Staff	August 2008	<ul style="list-style-type: none">• A Yearly calendar will be created which includes staff development, conferences, and workshops based on curriculum standards and best practices.• Those teachers attending conferences and workshops will be required to share information obtained with the faculty.• Lesson plans and observations will be used to show implementation of information.• Agendas, copies of Sign In sheets and evaluation forms as evidence for school/district trainings.• Retain copies of sign-in sheets and minutes from departmental meetings.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, **50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment.	District Staff Supervisor of Instruction Instructional Consultants Director of Federal/State Programs (DFSP)	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement. Prepare Purchase Order to renew licenses for MAP. Ensure that upgrades are completed before school starts and that schools are ready to begin testing in September. The DFSP will collect documentation and report to the Principal and Superintendent.
Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	A planned process of education and/or training will benefit the teacher, student, and school system. Develop a timeline of professional development sessions; secure a trainer for each session; purchase any needed materials for each session; secure evaluation forms after each session. The DFSP will collect documentation and provide a quarterly report to the Principal and School Board.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1 continued :

The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, 50% of students in grades 3-6 SCIENCE Mean RIT scores will increase by an average of at least 5.2 points from the Fall administration to the Spring administration of MAP as measured by the NWEA's Grade Report by Subject.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Observe at least one classroom per month in science.	District Staff Director of Federal/State Programs (DFSP)	Oct. 2008	Classroom observations will allow the administrative team to know what is going on in the classrooms. Develop a timeline of elementary school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. DFSP will collect the documentation and turn over to the Principal.
Offer a student incentive program.	District Staff Director of Fed./State Program (DFSP)	Sept. 2008	Student incentives will allow the administrative team to motivate students to increase MAP scores. Data will be used to determine incentive awards to students.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment in science.	Director of Federal/State Programs (DFSP)	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement. Prepare Purchase Order to renew licenses for MAP. Ensure that upgrades are completed before school starts and that schools are ready to begin testing in September. The DFSP will collect documentation and report to the Principal and Superintendent.
Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	Director of Federal/State Programs (DFSP)	Sept. 2008	A planned process of education and/or training will benefit the teacher, student, and school system. Develop a timeline of professional development sessions; secure a trainer for each session; purchase any needed materials for each session; secure evaluation forms after each session. The DFSP will collect documentation and provide a quarterly report to the Principal and School Board.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: **By April 1, 2009, 50% of the students in grades 3-6 Math Mean RIT scores will increase by an average of 6.6 points from Fall administration to Spring administration as measured by NWEA'S Grade Report by Subject.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Observe at least one classroom per month in math.	Director of Federal/State Programs (DFSP)	Oct. 2008	Classroom observations will allow the administrative team to know what is going on in the classrooms. Develop a timeline of elementary school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. DFSP will collect the documentation and turn over to the Principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3:

The Williamsburg County School District will provide instructional leadership in support of Student Achievement Goal 1: By April 1, 2009, 50% of the students in grades 3-6 will show an average increase of 87 lexile level points in reading from Fall administration to Spring administration as measured by NWEA'S MAP Reading Benchmark.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment.	District Staff Supervisor of Instruction Instructional Consultants	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement. Prepare Purchase Order to renew licenses for MAP. Ensure that upgrades are completed before school starts and that schools are ready to begin testing in September. The DFSP will collect documentation and report to the Principal and Superintendent.
Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	District Staff	Sept. 2008	A planned process of education and/or training will benefit the teacher, student, and school system. Develop a timeline of professional development sessions; secure a trainer for each session; purchase any needed materials for each session; secure evaluation forms after each session. The DFSP will collect documentation and provide a quarterly report to the Principal and School Board.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 3:

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Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Observe at least one classroom per month in reading.	District Staff	Oct. 2008	Classroom observations will allow the administrative team to know what is going on in the classrooms. Develop a timeline of elementary school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. DFSP will collect the documentation and turn over to the Principal.
Offer a student incentive program.	Fed./State Program	Nov. 2008	Student incentives will allow the administrative team to motivate students to increase MAP scores. Data will be used to determine incentive awards to students.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

National Computer Systems (NCS)-

The NCS Learn Lab provides a balanced computerized educational program that incorporates curriculum, management and assessment into a powerful results – learning system. The course software offers interactive learning activities in Reading and language arts and Mathematics.

The students are scheduled to attend lab thirty minutes each day, focusing fifteen minutes on math and fifteen minutes on reading. Teachers receive a weekly report that identifies strengths and weaknesses. Results are used to help drive classroom instruction.

Measures of Academic Progress (MAP)-

MAP is a state standards-aligned computerized adaptive assessment that accurately reflects the instructional level of each students and measures growth over time. Student reading results are recorded by using lexile score and RIT bands. Lexile scores are used to identify reading materials ranging from independent reading levels to reading that benefits from guided support. RIT band Scores show how well a student performs on the test the day that the test is given.

Reading, Evaluating, Assessing, Diagnosing (R.E.A.D.)

The objective of the R.E.A.D. program is to address the needs of the twelve strategies of reading which are recalling facts and details, finding main idea, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying author's purpose, interpreting figurative language and summarizing.

The program consists of a director and four tutors. The students are tested with Comprehensive Assessment of Reading Strategies (CARS). After which, the students are placed in reading groups and receive tutorial services throughout the year. It has been proven that students who are successful with all of the reading strategies will be able to pass the PACT test.

Standards in Practice (SIP)

SIP is a professional development model that drives to the very heart of instruction – the assignment. SIP helps teachers and school leaders inject rigor into assignments and align them with the highest of educational standards.

This interactive model engages teachers in examining their assignments, instruction and student work. Through this process, teachers collaborate to increase the rigor of their assignments and devise instructional strategies to match them.

Differentiated Instruction

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the instruction and presentation of the information to the learners rather than expecting students to modify themselves for the curriculum.